

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.9-10.1-3.)
W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><u>Questions to Focus Learning</u></p> <p>How do writers develop an idea, details, and/or evidence for a piece of writing? How do writers decide the organization and style for a piece of writing?</p> <p>Writers consider the task, purpose, and audience when developing ideas, details, and/or evidence for a piece of writing; as well as the organizational and writing style.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <ul style="list-style-type: none"> a. I know development, organization, and style of writing (e.g., argument, informational/explanatory, and narrative) are dependent on my purpose and my audience. <p><i>Reasoning Targets</i></p> <ul style="list-style-type: none"> a. I can develop ideas, details, and/or evidence for a specific writing task, based on the purpose and audience. b. I can organize my writing based on a specific task, purpose, and audience. c. I can determine appropriate writing style and structure (e.g., diction, voice, sentence structure) based on the specific task, purpose, and audience. <p><i>Product Targets</i></p> <ul style="list-style-type: none"> a. I can produce writing that is appropriate for task, purpose, and audience. b. I can use and maintain a writing style that is well-suited to a specific task, purpose, and audience.

Vocabulary

Argument: a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.

Audience: the readers, listeners, and/or spectators to whom a piece of writing is addressed.

Informational/Explanatory: writing that conveys information accurately and serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

Mode: a manner, way, form, type, domain, or method of writing.

Narrative: writing that conveys experience, either real or imaginary and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.

Purpose: the reason a piece is written.

Task: the specific mode (e.g., argument, informational, explanatory, narrative) of writing required based on the purpose for writing and the audience.

Teacher Tips

[Inquiry Charts](#) - This guide introduces I-charts, a strategy that enables students to generate meaningful questions about a topic and organize their writing.

[English Usage, Style, and Composition](#) - This website has several links to works that address the rules of writing. These links all focus on the theory of language in writing.

[Matching the Writing with the Audience](#) - This blog post gives some simple tips for writers to consider with a fluctuating audience so the writers can adjust their word choices, level, and tone.

[Essence of Essay Structure](#) - This website and its included links gives instructions to the classic expository essay. This website focuses on the thesis-driven essay.

[Writing Brochures for Audience and Purpose](#) - This lesson plan gives students the opportunity to see how shifting their audiences and purposes creates changes in their strategies as writers.

	<p>Active vs. Passive Voice Mini Lesson - This mini lesson focuses on checking the more formal writings for active voice versus the more common passive voice that students use when writing academic settings.</p> <p>R.A.F.T. writing - RAFT is a writing strategy that helps students understand their role as a writer and how to effectively communicate their ideas and mission clearly so that the reader can easily understand everything written.</p> <p><u>Vertical Progression</u></p> <p>W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in W.3.1-3)</p> <p>W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.4.1-3.)</p> <p>W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are W.5.1-3.)</p> <p>W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.6.1-3.)</p> <p>W.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.7.1-3.)</p> <p>W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.8.1-3.)</p> <p>W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are W.11-12.1-3.)</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.
Direct link for this standard: [W.9-10.4](#)